



2015 Lifestyle and Consumer Technology

Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Lifestyle and Consumer Technology Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Lifestyle and Consumer Technology Higher

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Part Two: Marking Instructions for each Question

Section A

Question	Expected Answer(s)	Max Mark	Additional Guidance
1	<ol style="list-style-type: none"> 1. Wage/salary 2. (State) Benefits 3. Pension 4. Share dividend 5. Interest on savings 6. Investment/shares 7. Inheritance 8. Winter fuel payment 9. Redundancy 10. Car boot sale 11. On line selling (Ebay) 12. Cash for clothes <p>Any other suitable answer</p> <p>1 mark for source of income</p>	1	
2	<ol style="list-style-type: none"> 1. (Vitamin)C 2. (Vitamin) B (any specific Vitamin B complex acceptable) <p>1 mark for soluble vitamin</p>	1	
3	<ol style="list-style-type: none"> 1. Raw eggs/food containing raw eggs 2. Pate 3. Soft ripened cheeses/unpasteurised cheese (accept example) 4. Liver/Liver products/kidney/offal 5. Raw/partly cooked meats/raw fish/shellfish 6. Unpasteurised milk 7. High sugar foods 8. High fat foods 9. High salt foods 10. Spicy foods 11. Unwashed dirty fruit/vegetables 12. Foods containing alcohol 13. Pre-packed salads 14. Peanuts/peanut butter 15. Soft ice cream (Mr Whippy) 16. Sword Fish 17. Cold cured meats eg parma ham <p>1 mark for food to avoid</p>	1	

Question			Expected Answer(s)	Max Mark	Additional Guidance
4			<ol style="list-style-type: none"> 1. Absorbent 2. Crease resistant 3. Warmth 4. Elastic/stretchy 5. Non-flammable 6. Weak when wet 7. May shrink <p>1 mark for property</p>	1	
5			<ol style="list-style-type: none"> 1. Discrimination (test) 2. Duo trio (test) 3. Paired comparison (test) 4. Preference (test) 5. Profiling (test) 6. Ranking (test) 7. Rating (test) 8. Taste threshold (test) 9. Triangle (test) <p>1 mark for sensory test</p>	1	
6			<ol style="list-style-type: none"> 1. British Standards Institution 	1	
7			<ol style="list-style-type: none"> 1. Must be of a 'satisfactory quality'. 2. Must 'fit the description given' 3. Must 'be fit for their purpose' (as made known by the seller) 4. Consumers have a reasonable time to accept the goods/reject them <p>1 mark for area covered.</p>	1	

Question	Expected Answer(s)	Max Mark	Additional Guidance
8	<ol style="list-style-type: none"> 1. Encourages children/elderly to eat breakfast 2. Increased incentives for making healthy choices 3. Saves parents time/money 4. Increased variety of healthier breakfasts available 5. Helps to improve the diet of Scottish school children/elderly 6. Helps to improve punctuality/reduce lateness 7. Helps implement the Scottish dietary targets 8. Scottish dietary target, linked to a food choice could benefit children's/elderly' health 9. Healthier options may aid concentration/improve behaviour of children 10. Water available will help keep the brain hydrated/improves concentration 11. Ensures school provides healthy/nutritious meal 12. Safe environment before school/reduces bullying/loneliness/social contact 13. Contributes towards a nutrient-based national standard for school children 14. Creation of a positive health ethos linked to whole child/school 15. Pupils involved in consultation process about food/health issues in school 16. Eliminating the stigma of free-school meal recipients 17. Improved presentation of meals 18. Consistent "Healthy Eating", messages via teaching in Home Economics/Canteen provision/health professionals/whole school approach 19. Healthier options may reduce incidence of diet related diseases in childhood/later in adult life/obesity/tooth decay/CHD/bowel diseases <p>1 mark for benefit</p>	1	

Question	Expected Answer(s)	Max Mark	Additional Guidance
9	<ol style="list-style-type: none"> 1. Keep raw and cooked/processed foods separate 2. Place raw and perishable foods in the fridge/store properly, as soon as possible after purchase 3. Store raw foods below cooked foods in the fridge 4. Use different chopping boards/knives for raw and cooked foods 5. If using marinade after being in contact with raw meat/chicken/fish, bring marinade to the boil before serving 6. Ensure good personal hygiene when handling food; accept any of the examples below, (tie back long hair, remove jewellery, no nail polish, wash hands thoroughly, cover cuts with a blue plaster, do not cough or sneeze over food, wash hands thoroughly between handling raw and cooked foods) 7. Use clean dishcloth to thoroughly clean worktops 8. Wash dishcloth thoroughly after use 9. Any other correct answer linked to cross contamination in a kitchen <p>2 x 1 mark for each way</p>	2	

Question	Expected Answer(s)	Max Mark	Additional Guidance
10	<p>(To mum):</p> <ol style="list-style-type: none"> 1. (Breast milk) is free 2. No preparation time is needed/less hassle 3. No equipment to sterilise 4. (Breast milk) is at the correct temperature 5. Possible to feed on demand/quickly if necessary 6. Milk cannot be prepared incorrectly 7. Breastfeeding helps mum and baby bond 8. Breastfeeding may help mum lose weight gained during pregnancy 9. Breastfeeding has been linked to lowering the risk of breast/ovarian cancer in mum 10. Breastfeeding improves muscle tone in mum's lower abdomen 11. Breastfeeding helps mums womb to contract/return to the normal position <p>(To baby):</p> <ol style="list-style-type: none"> 12. (Breast milk) contains antibodies which helps baby fight infection/prevents allergies/improves immune system 13. (Breast milk) contains the correct proportion of nutrients for the growing baby 14. Babies who are breastfed have a lower risk of developing asthma 15. Breastfed babies have less risk of becoming overweight 16. Breastfed babies have less chance of suffering an ear infection 17. (Breast milk) provides omega 3 (helping brain development) <p>2 x 1 mark for each benefit.</p>	2	

Question		Expected Answer(s)	Max Mark	Additional Guidance
11		<ol style="list-style-type: none"> 1. Improves pay/working conditions of workers 2. Empowerment of farmers and workers 3. Improved quality of food 4. Do not cost much more than other products 5. Increasing range for consumer to select from 6. Produced in an environmentally friendly way/organically 7. Improvements to the local community <p>2 x 1 mark for each benefit</p>	2	
12		<ol style="list-style-type: none"> 1. (Environmental Health Officer) is responsible for enforcing the Food Safety Act 1990 2. (Environmental Health Officer) is responsible for inspecting food premises 3. (Environmental Health Officer) ensure food premises meet hygiene standards 4. (Environmental Health Officer) is responsible for training for food handlers 5. (Environmental Health Officer) is responsible for the issue of REHIS 6. (Environmental Health Officer) helps control pollution 7. (Environmental Health Officer) helps control noise 8. (Environmental Health Officer) helps control air quality 9. (Environmental Health Officer) helps control pests 10. (Environmental Health Officer) is responsible for working closely with the community to inform them concerning issues and actions should they arise 11. (Environmental Health Officer) is available to give advice on setting up a food business 12. (Environmental Health Officer) is responsible for investigating food poisoning outbreaks <p>2 x 1 mark for each correct responsibility</p>	2	

Question	Expected Answer(s)	Max Mark	Additional Guidance
13	<p>Protect/Preserve</p> <ol style="list-style-type: none"> 1. Packaging protects the food from contamination/extends the shelf life 2. Packaging makes the food more attractive to the consumer 3. Packaging may protect food from damage/prevents food waste 4. Packaging makes food easier to transport 5. Packaging improves hygiene as food cannot be handled 6. Tamper-proof packaging makes food safe 7. Packaging may allow the product to be stackable/easier to store in the home <p>Communicate/advertise</p> <ol style="list-style-type: none"> 8. Packaging will provide the consumer with statutory information (accept an example) 9. Packaging may provide the consumer with voluntary information (accept an example) 10. Packaging may give serving suggestions 11. Packaging may be minimal; offering an eco-friendly option 12. Packaging may be recyclable, making it an eco-friendly option 13. Packaging may include a celebrity/cartoon character etc to increase appeal 14. May entice consumer to buy product <p>2 x 1 mark for each advantage</p>	2	

Question	Expected Answer(s)	Max Mark	Additional Guidance
14	<p>Advantage of online shopping</p> <ol style="list-style-type: none"> 1. Saves time 2. Can be completed outwith store opening hours/any time day or night 3. Can be completed in the comfort of your own home 4. Can compare prices from other retailers/ source the cheapest supplier/research brands 5. Can offer discounts 6. Can be delivered to your home/work 7. Delivery time can be arranged to suit the customer 8. Secure payment can be used 9. Useful for disabled/housebound/people in rural areas who cannot get to the shops 10. There are no crowds, queues, traffic, parking or transport costs to contend with 11. Certain goods/offers may only be available online <p>Disadvantages of online shopping</p> <ol style="list-style-type: none"> 1. Delivery charge may be costly 2. Delivery may require a signature which may be inconvenient 3. Consumers are unable to see/touch to assess the quality of the goods 4. The inconvenience of returning goods may be off putting 5. Many people are hesitant to use credit/debit cards as a form of payment on websites for fear of fraud 6. Internet does not allow human contact 7. Items may be out of stock and substitutes may be unsuitable 8. Not all homes have internet/computer facility 9. Some people-especially the elderly may not have the skills required for a computer to allow online shopping 10. Many High Street shops are closing due to online shopping <p>1 x 1 mark for correct advantage 1 x 1 mark for correct disadvantage</p>	2	

Section B

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>3 x 1 mark for each responsibility 3 x 1 mark for each explanation linked to the parent</p> <p>The responsibility must be identified before the mark is awarded for explanation</p> <p>Where the responsibility is incorporated in the explanation this can be credited</p> <p>1 Responsibility: (Provide) Love</p> <p>Explanation</p> <p>1. It is the responsibility of a parent to provide a secure/loving background for children so they have a positive self-esteem/ confidence/ happy.</p> <p>2 Responsibility: (Provide) shelter/home</p> <p>Explanation</p> <p>1. It is the responsibility of a parent to provide a suitable home for their children so they protect them from harm.</p> <p>2. It is the responsibility of a parent to provide a clean/safe home for their children so they prevent accidents.</p> <p>3 Responsibility: (Provide) food</p> <p>Explanation</p> <p>1. It is the responsibility of a parent to provide a good healthy/balanced diet for their children so they can develop physically.</p> <p>2. It is the responsibility of a parent to provide food for their children so they can grow and be healthy.</p> <p>4 Responsibility: (Provide) clothing</p> <p>Explanation</p> <p>1. It is the responsibility of a parent to provide suitable clothing for their children so keep them comfortable/respectable.</p> <p>2. It is the responsibility of a parent to provide clothes for their children so they are protected from the weather/harm/danger.</p>	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p>5 Responsibility: Education</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to ensure their child is in education until they are 16 so they have basic skills/can gain employment/ access Further/Higher education. 2. It is the responsibility of a parent to teach their children right from wrong so they fit in with society. 3. It is the responsibility of a parent to teach their children the rules of the society we live in so they are law abiding/conform to social expectations. 4. It is the responsibility of a parent to help in the development of basic skills so supporting learning in school. 5. It is the responsibility of a parent to ensure they maintain good health so they are physically/mentally well. 6. It is the responsibility of a parent to ensure they have good personal hygiene so they are accepted/not bullied by their peers. <p>6 Responsibility: Emotional Development/Care and Mutual Support</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to show love and affection therefore this will ensure good emotional development. 2. It is the responsibility of a parent to ensure others who have contact with their child show love and affection therefore to ensure good emotional development. 3. It is the responsibility of a parent to ensure a sense of belonging therefore ensuring good emotional development. 4. It is the responsibility of a parent to ensure the child has a sense of achievement and satisfaction so they can develop well emotionally. 5. It is the responsibility of a parent to encourage their child to be independent so the child can make their own decisions to ensure good emotional development. 6. It is the responsibility of a parent to ensure a stable environment so the child has happy/ positive/self-esteem. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p>7 Responsibility: Socialisation/discipline</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to help their child by giving them the opportunities to mix socially with family/friends relatives so they can behave as expected. 2. It is the responsibility of a parent to allow their child to mix socially and safely with strangers so they are safe. 3. It is the responsibility of a parent to help their child by making them aware of the possible danger from strangers so they do not come to harm. 4. It is the responsibility of a parent to allow their child to mix with other children so they develop friendships. 5. It is the responsibility of a parent to pass on their culture to their child so they are comfortable with it/respect diversity. 6. It is the responsibility of a parent to ensure discipline so they encourage good behaviour from their child in a social setting. 7. It is the responsibility of a parent to show disapproval of antisocial behaviour so they know how to behave appropriately. <p>8 Responsibility: Safe environment/protection</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to ensure their home is as safe as possible so they ensure their children are in a safe environment. 2. It is the responsibility of a parent to ensure toys are appropriate for the age of the child so they ensure a safe environment. 3. It is the responsibility of a parent to ensure cleanliness of the home/equipment/toys so they ensure a safe environment. 4. It is the responsibility of a parent to ensure a safe environment by never leaving their child unattended so they prevent accidents. 5. It is the responsibility of a parent to ensure the child is safe on-line so ensure parental settings are in place (or any other possible answer). 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>(cont)</p> <p>9 Responsibility: Financial/economics support</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to ensure they can afford to provide for their child so the child can develop properly/be safe. 2. It is the responsibility of a parent to manage their income so they ensure sufficient money to pay for items the child requires. <p>10 Responsibility: Allow opportunity for child's intellectual/skill development/education</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to provide appropriate situations so they encourage a child's intellectual/skill development. <p>11 Responsibility: Ensure health/physical wellbeing</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. It is the responsibility of a parent to ensure correct medication/medical treatment when required so they ensure the health of a child. 2. It is the responsibility of a parent to encourage physical activity so they allow for the healthy development of a child. 3. It is the responsibility of a parent to encourage a healthy and varied diet so they allow for the health and wellbeing of a child. 4. It is the responsibility of a parent to encourage/ensure children are in bed at an appropriate time so they get sufficient sleep. 5. It is the responsibility of a parent to take their child for immunisations so preventing diseases/ill health. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
1	(b)	<table border="1"> <tr> <td>Fact</td> <td>Linked to the way of managing debt</td> </tr> <tr> <td>Opinion</td> <td>Good or bad</td> </tr> <tr> <td>Consequence</td> <td>Of the fact linked to the family</td> </tr> </table> <p>4 x 1 mark for each point of evaluation which must make reference to the family</p> <p>Minimum of one mark from each way</p> <p>(i) Personal loan</p> <p>Positive</p> <p>P 1. A personal loan can be repaid over a long period of time which is good therefore the family can have lower repayments.</p> <p>P 2. A person loan has a set monthly repayment, this is good as the family know what they need to budget for.</p> <p>P 3. A personal loan would be from a bank/ building society, this is good as the family know it is a reputable source.</p> <p>P 4. It may be easier to get a personal/car loan with your own bank, this is good as they know the family's financial history/give preferential rates/be more willing to approve loan.</p> <p>P 5. A personal loan can be organised online/by telephone, this is good as the family will not have to go to the bank/can contact different providers.</p> <p>P 6. There are comparison sites/websites where you can compare personal loan providers, this is good as the family can look for the best interest rates.</p>	Fact	Linked to the way of managing debt	Opinion	Good or bad	Consequence	Of the fact linked to the family	4 EV	
Fact	Linked to the way of managing debt									
Opinion	Good or bad									
Consequence	Of the fact linked to the family									

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>(cont)</p> <p>Negative</p> <p>N 1. The family may not manage to make the payments which is bad as they will have a poor credit rating/become stressed.</p> <p>N 2. The personal loan may have a high interest rate, this is bad as the family will be paying an increased amount back.</p> <p>N 3. Applying for a personal loan can affect your credit rating, this is bad as the family's credit rating will become worse making a loan more difficult to get.</p> <p>N 4. The personal loan may not reduce the family outgoings; this is bad as the family are not clearing their debt.</p> <p>N 5. The family member applying for the loan may have a poor credit rating; this is bad as this may mean that the family will be unable to source a loan.</p> <p>N 6. A personal loan may be used to pay off other debts; this is bad as this may result in further debt.</p> <p>(ii) Borrow from a friend</p> <p>Positive</p> <p>P 1. A friend will/may not charge interest which is good therefore the family can clear debt more quickly.</p> <p>P 2. The family will be able to be more flexible in their payments, which is good therefore reduce their debt in a less formal way.</p> <p>Negative</p> <p>N 1. If the family cannot pay back (on time) this can be bad and therefore can lead to embarrassment and stress.</p> <p>N 2. The family may not be able to make the repayments, this is bad as breakdown in the relationship between family members.</p> <p>N 3. There may be pressure to pay off the debt more quickly, this is bad as it could cause stress within the family.</p> <p>N 4. Borrowing from a friend is adding extra repayments, this is bad as the family are not clearing their debt.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>3 x 1 mark for each factor 3 x 1 mark for each explanation linked to the child's school clothing</p> <p>The factor must be identified before the mark is awarded for the explanation</p> <p>Where the factor is incorporated in the explanation this can be credited</p> <p>1 Factor: Cost/money/budget</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Cost must be considered to ensure child's school clothing so it is affordable to all/ within budget. 2. Cheaper school clothing for children can be purchased in supermarkets so saving the parents money. 3. A child's school clothing grants may restrict choice of retail outlet so limiting choice/ability to buy. 4. Special promotions on child's school clothing by some retail outlets may reduce cost of school clothing so saving money. 5. Child's school clothing can be passed down to younger family members so will save money. 6. Salaries/wages of the parents will influence what is available to spend on child's school clothing/quality of the school clothing so choice may be affected. 7. Unemployment may mean there is less money available to spend on child's school clothing so limiting choice/quality. 8. The money available will influence/restrict whether the child's school clothing is selected from designer ranges so affecting choice. 9. A child's school clothing/uniform may include a blazer which could increase cost. 10. As a child is growing school clothing may need to be replaced therefore it could be costly. 	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>2 Factor: Ease of Care</p> <p>Explanation</p> <p>1. The school clothing for the child should be easy to care for/wash/dry/laundry easily as this will save time/be ready to wear the next day.</p> <p>3 Factor: Peer pressure</p> <p>Explanation</p> <p>1. Children may choose to wear school clothing to help them blend in/be part of a group in school so influencing what they buy/where they shop.</p> <p>2. A child's school clothing must be acceptable to the peer group to prevent bullying so choice may be made to meet peer pressure.</p> <p>3. Pupils may feel pressure to purchase their school clothing from specific retail outlets so limiting choice/increasing cost.</p> <p>4. Pupils make similar choices for school clothing to their friends so affecting choice/cost/availability.</p> <p>5. School pupils do not like to look different to their peers so may choose school clothing which conforms.</p> <p>4 Factor: Beliefs/culture/religious influences</p> <p>Explanation</p> <p>1. A child may hold strong beliefs which may affect the choice of school clothing worn so meeting religious/cultural needs.</p> <p>2. Muslim girls may choose to wear special headscarf/burka as part of their school clothing so they meet their religious beliefs.</p> <p>3. Children who are vegans may not wear school clothing which is made from products coming from animals (wool, leather etc) as it does not meet their moral beliefs.</p> <p>4. Children/families with a strong interest in environmental issues may choose school clothing with a reduced carbon footprint so contributing to lower carbon emissions/reduce pollution.</p> <p>5. Muslim girls may choose to wear/not wear trousers as part of their school uniform as it does not meet cultural/religious beliefs.</p> <p>6. Sikh children may have long hair and wear a turban as part of their school clothing so they meet religious beliefs.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>5 Factor: Durability/quality</p> <p>Explanation</p> <ol style="list-style-type: none"> Children's school clothing is expected to last a long time so it must be strong/long lasting. Children's school clothing should be durable to last the school year so it low cost/ value for money/will not need to replace. <p>6 Factor: Warmth</p> <p>Explanation</p> <ol style="list-style-type: none"> To ensure comfort, the child's school clothing must be warm in winter so they do not feel cold travelling to/playing at school. The child's school clothing should have layers that can be removed if the school/ classroom gets warmer so ensuring comfort. <p>7 Factor: Comfort</p> <p>Explanation</p> <ol style="list-style-type: none"> School clothing must be comfortable to wear so as not to hinder the learning experiences of the child. <p>8 Factor: Strength</p> <p>Explanation</p> <ol style="list-style-type: none"> School clothing for primary children must be particularly strong as these children tend to be more active during playtime. Children's school clothing must be strong as when purchased it may need to last the whole school year. Children's school clothing must be strong as it will be worn/washed frequently. <p>9 Factor: Stretch</p> <p>Explanation</p> <ol style="list-style-type: none"> School clothing should stretch so it allows comfort during the child's movement/prevent tearing during activity. The appearance of children's school clothing which contains elastomeric fibres (Lycra) will be less creased so maintaining a good appearance. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>10 Factor: Uniform/school rules/school colours</p> <p>Explanation</p> <ol style="list-style-type: none"> Schools with a designated uniform would affect the choice of the child's clothing as they have to conform to the dress code. Schools usually have a designated colour scheme which must be kept to for the child's school clothing as they have to conform to the dress code. <p>11 Factor: Crease resistant</p> <p>Explanation</p> <ol style="list-style-type: none"> Crease resistance will ensure the child's school clothing does not lose shape/ remains smart/less care/less ironing as it is worn over many days. <p>12 Factor: Access to shops/locale</p> <p>Explanation</p> <ol style="list-style-type: none"> Geographical location (urban or rural) will affect the range of shopping opportunities for the availability of school clothing so they may find it easy/hard to buy the uniform. There may be a wide range of shops to choose children's school clothing if living in an urban area so making purchasing easy. If living in a rural location the range of shops to purchase school clothing may be limited so making the purchasing difficult. Higher income may enable parent to be able to travel to shops out with local area to get better choice/take advantage of special offers on their child's school clothing so making purchasing easier. May need to make use of catalogues/ telephone/internet/postal shopping opportunities to extend available range of child's school clothing if living in a rural location as getting to shops is not possible/ difficult. Rural location may involve travelling to large town/city with young children to purchase school clothing this could be inconvenient as they may not be able to afford it/access transport. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>13 Factor: Online shopping</p> <p>Explanation</p> <p>1. Consumers may choose to purchase the children's school clothing from an online retailer as this may give a better choice/save time/ better access due to geographical location.</p> <p>14 Factor: Gender</p> <p>Explanation</p> <p>1. Type/style/colour/fashion and aesthetic qualities will influence the choice of school clothing as it should be appropriate for the gender of the child.</p> <p>15 Factor: Season/climate/weather</p> <p>Explanation</p> <p>1. The time of year influences choice of a child's school clothing as they will need to wear clothes appropriate to the weather conditions so they will be warm/cool comfortable.</p> <p>2. Children's school clothing should provide warmth so it will be suitable for winter wear.</p> <p>3. Children's school clothing in winter will require warm outer clothing so they are not cold on their way to school/breaks/lunch/ outdoors.</p> <p>4. If the school is on a 'split site' warm children's school clothing will be required as they will be travelling between buildings.</p> <p>5. Children's school clothing should allow layers to be removed/cool items chosen for summer wear/in hot classrooms so they can work comfortably.</p> <p>16 Factor: Personal preference/family influences /individuality/likes and dislikes</p> <p>Explanation</p> <p>1. Parents own preference of colours/style may influence choice of school clothing for younger/primary children so affecting choice/where purchased/cost.</p> <p>2. Children (particularly older children) may not like the school clothes so they may not want to wear it.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>17 Factor: Technological advances</p> <p>Explanation</p> <p>1. Technological developments in relation to textiles may affect choice of children's school clothes as new fabrics/finishes have been created giving garments a whole new range of properties so making them easy care. (eg reducing creasing/ease of laundering/stretch/elasticity/breathability etc).</p> <p>18 Factor: Fashion/style/current trends/media/advertising</p> <p>Explanation</p> <p>1. School pupils may choose to interpret their school clothing based on current fashion trends so influencing choice/where clothes are purchased/cost.</p> <p>2. School pupils choose to wear the brands for school clothing which are currently popular/fashionable so they need to purchase in certain stores.</p> <p>19 Factor: Fabric finish</p> <p>Explanation</p> <p>1. Some children's school clothing can be purchased which have a stain resistant/ Teflon coating applied as it makes them retain their appearance better.</p> <p>2. Some children's school clothing can be purchased which have a crease resistant finish as this improves appearance/can make it easier to iron.</p> <p>3. Some children's school clothing can be purchased which have a non-iron finish as this makes it easier to launder/saves time ironing.</p> <p>4. Some children's school clothing can be purchased which have a flame resistant finish as this makes it safer for the pupil to wear.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>(cont)</p> <p>20 Factor: Fabric properties</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Wool may be chosen for children's school clothing/blazers/jackets for winter as it will be warm. 2. Or any comment which correctly links the property of fabric/fibre to its use in children's school clothing. <p>21 Factor: Age of child</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. The age group of child may dictate the style/type of school clothing that is worn as there may be school expectations. 2. Senior pupils/prefects at secondary school may have a senior school uniform/clothing so adding additional cost/expectations. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
1	(d)	<table border="1"> <tr> <td>Fact</td> <td>Linked to divorce/disability of a family member</td> </tr> <tr> <td>Opinion</td> <td>Good or bad</td> </tr> <tr> <td>Consequence</td> <td>Of the fact linked to the family</td> </tr> </table> <p>4 x 1 mark for each point of evaluation of the affect which must make reference to the family. Minimum of 1 mark from each way</p> <p>Divorce</p> <p>Positive</p> <p>P 1. Divorce may prevent/reduce arguments which can stress/upset children in a family therefore this will be good as it prevents further stress/suffering of the children.</p> <p>P 2. Divorce is more common which has led to an increase in single parent families therefore this will be good as family members may not have a different lifestyle/feel alone/ stigmatised.</p> <p>P 3. Divorce may increase the advice available/financial support to a family therefore this will be good for single parents as they find it easier to cope financially/with aid of benefits.</p> <p>P 4. Divorce has increased the number of agencies available to support a family therefore this will be good for single parents as they can get advice/help to maintain their lifestyle.</p> <p>Negative</p> <p>N 1. Divorce can cause emotional upset for the whole family which is bad as many changes take place and family members may feel insecure/unloved.</p> <p>N 2. Divorce may result in considerable loss of income which is bad as this can result in financial hardship on the family lifestyle/ dependency/on state benefits/stigma of state benefits.</p>	Fact	Linked to divorce/disability of a family member	Opinion	Good or bad	Consequence	Of the fact linked to the family	4 EV	
Fact	Linked to divorce/disability of a family member									
Opinion	Good or bad									
Consequence	Of the fact linked to the family									

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>(cont)</p> <p>N 3. Divorce may result in a lower household income so this may have a bad effect on the family as there will be less money available for essential/non-essential purchases.</p> <p>N 4. Divorce often results in extended families being broken which is bad as this can have a negative effect on the children as they may have less access to grandparents.</p> <p>N 5. Divorce can mean that children live between two homes (parents) which is bad as this can have a negative effect/ stressful for parents/ child/the family as this can be disruptive.</p> <p>N 6. Divorce may result in children/family moving home which is bad as they may lose contact with their neighbours/friends/support network.</p> <p>N 7. Divorce may result in sibling separation which is bad as they will be more emotionally distant from their brother/sister/family members.</p> <p>N 8. Divorce may result in a change in school/ education provision which is bad as children have to re-establish themselves with new peers/friends/teachers.</p> <p>N 9. Divorce may result in losing family friends when they move home which is bad as children find it difficult to make new friends.</p> <p>N 10. Divorce may result in children/family being stigmatised which is bad as they may be isolated from their peer/potential friends.</p> <p>N 11. Divorce may result in a breakdown in the relationship with the other parent which is bad as children may find it more difficult to develop that relationship.</p> <p>Accept specific example/evaluative judgement of the impact divorce has on the way a family lives.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>(cont)</p> <p>Disability of a family member</p> <p>Positive</p> <p>P 1. Where a family member is disabled children may become more empathetic, this is good as it may make them become caring people when they/as they grow up.</p> <p>P 2. Where a family member has become disabled they may still be able to help, this is good for the family as they may be able to support in the upkeep of the home/childcare/ cooking.</p> <p>P 3. If a family member becomes disabled the family may need to learn new skills, this is good as it develops understanding/caring.</p> <p>Negative</p> <p>N 1. When a member of the family becomes disabled, this may affect where a family chooses to live, this is bad for the family as it may result in relocation/a house move.</p> <p>N 2. A house may need to be adapted to suit the needs of the disabled family member this is bad as the family may have to organise/ pay for special equipment to be installed/ therefore changing the home environment/ causing resentment.</p> <p>N 3. Some family members may have to move/ share a bedroom which could be bad as they may not want to share a room/move therefore they may resent the disabled family member.</p> <p>N 4. The family may have to change their activities/social life to suit the disabled family member's needs which could be bad as it could cause stress/loss of leisure time.</p> <p>N 5. Following the disability of a family member, a member of the family may have to stay at home and care for them this could be bad as there may be a reduced income into the home/affect choices of goods and services/ activities/holidays etc.</p> <p>N 6. Disability may cause the family stress which is bad as it may lead to mental health issues</p> <p>Accept specific example/evaluative judgement of the impact a disabled family member has on the way a family lives.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
2	(a)	<table border="1"> <tr> <td>Fact</td> <td>Function of nutrient</td> </tr> <tr> <td>Opinion</td> <td>High/low and good/bad</td> </tr> <tr> <td>Consequence</td> <td>Consequence of the fact for an overweight teenage boy</td> </tr> </table> <p>5 x 1 mark for each detailed point of evaluation for this overweight teenage boy.</p> <p>Energy (Higher)</p> <p>Negative</p> <p>N 1. The day's energy intake for the overweight teenage boy is high which is bad as excess energy is not used up it will be converted to fat which would add to his overweight state/ cause obesity.</p> <p>N 2. They day's energy intake for the overweight teenage boy is high which is bad as excess energy will be stored as fat however if the overweight teenage boy is very active this could result in him using up the excess energy which would avoid any further weight gain/ obesity.</p> <p>N 3. The day's energy intake for the overweight teenage boy is high which is bad as excess energy will be stored as fat which may put a strain on the muscles/joints/heart so restricting activity.</p>	Fact	Function of nutrient	Opinion	High/low and good/bad	Consequence	Consequence of the fact for an overweight teenage boy	5 EV	
Fact	Function of nutrient									
Opinion	High/low and good/bad									
Consequence	Consequence of the fact for an overweight teenage boy									
		<p>Protein (Lower)</p> <p>Positive</p> <p>P 1. The protein intake for the overweight teenage boy is low this is good as excess protein will not be stored as fat so this will not add to his overweight state/cause obesity.</p> <p>Negative</p> <p>N 1. The protein intake for the overweight teenage boy is low this is bad as protein is required for growth, repair and maintenance so the teenage boy may not grow/develop properly.</p> <p>N 2. The protein intake for the overweight teenage boy is low this is bad as protein is required for growth, repair and maintenance of the body and may cause problems with body repair/ recovery from illness.</p>								

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p>Calcium(Higher)</p> <p>Positive</p> <p>P 1. The calcium intake for the overweight teenage boy is high this is good as calcium is required for strong bones so this will prevent poor bone formation/rickets/ osteoporosis in later life.</p> <p>P 2. The calcium intake for the overweight teenage boy is high this is good as calcium is required for strong teeth, therefore the teenager should have good teeth formation.</p> <p>P 3. The calcium intake for the overweight teenage boy is high this is good as calcium is required for the maintenance of strong bones so osteoporosis/osteomalacia/brittle bones is less likely in later life.</p> <p>P 4. The calcium intake for the overweight teenage boy is high this is good as calcium is required for the correct functioning of muscle/nerve so this will ensure good muscle/ nerve activity.</p> <p>Iron (Lower)</p> <p>Negative</p> <p>N 1. The iron intake for the overweight teenage boy is low, this is bad as iron is required for the production of red blood cells/ haemoglobin/ transports of oxygen, therefore the teenage boy could become tired/anaemic.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p>Vitamin A (lower)</p> <p>Negative</p> <p>N 1. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A is required for the manufacture of visual purple so the teenager may suffer from night blindness.</p> <p>N 2. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A keeps mucus membranes moist so he could suffer from dryness of the eyes/infection in lining of the throat or nose.</p> <p>N 3. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A is one of the antioxidant vitamins so he could be more at risk of cancer/CHD in later life.</p> <p>N 4. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A is required for mucus secretion which would help to prevent infection in eyes/lungs/throat/digestive tract.</p> <p>N 5. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A is required for essential growth in children so if this low intake is repeated over a period of time his growth may be restricted.</p> <p>N 6. The vitamin A intake for the overweight teenage boy is low this is bad as vitamin A may be linked to improving brain function so if this low intake is repeated over a period of time his brain function may be restricted.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p>Sodium (Higher)</p> <p>Positive</p> <p>P 1. The sodium intake for the overweight teenage boy is high this may be good as sodium is needed for correct muscle and nerve activity so a lack of sodium can lead to muscle cramps.</p> <p>Negative</p> <p>N 1. The sodium intake for the overweight teenage boy is high this is bad as excess sodium can raise blood pressure so the teenage boy may be at risk of high blood pressure and so could result in damage to the arteries/increase of CHD in later life.</p> <p>N 2. The sodium intake for the overweight teenage boy is high this is bad as kidneys cannot excrete excess sodium so this can lead to kidney problems in the teenager.</p> <p>N 3. The sodium intake for the overweight teenage boy is high this is bad as too much sodium can lead to hardening of the arteries which can lead to CHD/strokes in later life.</p> <p>N 4. The sodium intake for the overweight teenage boy is high this is bad as this can lead to extraction of calcium from the bones which can cause weakening of the bones/teeth/osteoporosis in later life.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>(cont)</p> <p>NSP (Lower)</p> <p>Positive</p> <p>P 1. The NSP intake for the overweight teenage boy is low this is good as excess NSP can hinder calcium absorption which could cause osteoporosis in later life.</p> <p>P 2. The NSP intake for the overweight teenage boy is low this is good as excess NSP can hinder iron absorption which could lead to anaemia/tiredness/weakness.</p> <p>Negative</p> <p>N 1. The NSP intake for the overweight teenage boy is low this is bad as NSP is required to eliminate waste products so this would increase his risk of bowel disease/constipation/diverticulitis.</p> <p>N 2. The NSP intake for the overweight teenage boy is low this is bad as NSP could reduce absorption of LDL's so increase his risk of heart disease.</p> <p>N 3. The NSP intake for the overweight teenage boy is low this is bad as if he is a diabetic NSP helps control blood sugar levels so this low intake could cause side effects linked to diabetes.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>3 x 1 mark for each correctly identified factor. 3 x 1 mark for each explanation of the factor linked to health of a teenager.</p> <p>Factor has to be identified before mark is awarded for explanation. Where the factor is incorporated in the explanation, this can be credited.</p> <p>1 Factor: Alcohol intake</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Alcohol intake can cause damage to liver/ stomach/internal organs so resulting in poor health/absorption of nutrients for the teenager. 2. Alcohol intake can result in obesity/high blood pressure for the teenager as it is high in calories. 3. Alcohol suppresses the part of the brain that controls judgement resulting in a loss of inhibitions for the teenager which may link to drugs/pregnancy. 4. Alcohol affects physical coordination so the teenager may suffer from blurred vision/ slurred speech/and loss of balance. 5. Drinking large amounts of alcohol at one time/ binge drinking can lead to unconsciousness/ coma/even death for the teenager. 6. Alcohol impairs judgement so can result in fatal road accidents/assaults/incidents of violence involving the teenager. 7. Teenage girls who drink heavily during pregnancy are therefore at risk of having babies with a condition called foetal alcohol syndrome. 8. Alcohol ultimately increases anxiety which could cause depression in teenagers. 9. Alcohol intake can cause problems with sleeping so cause mood swings/violence/suicide in teenagers. 10. Alcohol intake in excess may result in a hangover which may affect the work/education of the teenager. 	6 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p>2 Factor: Smoking</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Smoking dehydrates the body which causes the blood to thicken, so damaging the heart of the teenager. 2. Smoking accelerates the hardening/narrowing of arteries so increases the tendency of the blood to clot/risk of heart disease for the teenagers. 3. Smoking narrows arteries so restricts the blood flow to the heart/increases pulse rate/blood pressure of the teenager. 4. Smoking cuts down the oxygen in the blood so the heart has to work harder/cause heart disease for the teenager. 5. Smoking increases the number of free radicals in the body which increases the chance of cancers for the teenager. 6. Smoking damages cells and tissues in the throat/lungs which can lead to respiratory disease/lung cancer in later life for the teenager. <p>3 Factor: Misuse of substances</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Misusing substances/aerosols/cough bottles can have a detrimental effect on health so causing long term damage to organs or even death for the teenager. <p>4 Factor : Lifestyle/Leisure/Hobbies</p> <ol style="list-style-type: none"> 1. Activities can be relaxing so reduce stress levels of the teenager. 2. Activities which encourage social interaction with others reduce isolation for the teenager which can reduce the risk of depression. 3. Taking plenty of fresh air is beneficial so promotes general well-being/improved sleep for the teenager. 4. Fresh air provides the body with a good supply of oxygen so improves circulation/feel good factor for the teenager. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p>5 Factor: Prescribed/Un-prescribed drugs</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Drugs can be addictive so encourage physical/psychological drug dependence in teenagers. 2. Drugs can cause kidney/heart/lung problems so can cause long term damage to health of teenager. 3. Misusing prescribed drugs can have a detrimental effect on health so causing long-term damage to organs/death of teenager. 4. Prescribed drugs can have a positive effect on health as medication reduces symptoms of illness for teenager. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p>6 Factor: Exercise</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Exercise helps you feel better about yourself so you can reduce stress levels/reduce depression in teenagers. 2. Exercise can build muscle fibres naturally/ become stronger so develops bigger muscles for the teenager. 3. Exercise can tone muscles in the teenager which improves body shape/appearance. 4. Exercise makes more oxygen go round your body/blood will flow quicker which promotes good circulation so teenager will feel good. 5. Exercise encourages socialising so improves mental outlook of the teenager. 6. Exercise helps to control weight for the teenager as exercise burns off energy consumed. 7. Exercise lowers the risk of Coronary Heart Disease (CHD) for the teenager as can reduce weight/stress. 8. Exercise can boost teenagers' energy so reduces fatigue/tiredness. 9. Exercise means continual movement of joints so increasing flexibility for the teenager. 10. Exercise reduces the risk of osteoporosis in later life for the teenager as exercise builds/ maintains bone density. 11. Exercise reduces blood pressure for the teenager as exercise makes your heart stronger/pumps blood easier. 12. During exercise immune cells travel through the body which boosts immune system/ reduces the risk of infection of the teenager. 13. Excessive exercise may reduce the absorption of some vitamins and minerals so affect the health of teenagers. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p>7 Factor: Environment</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. A high quality environment is beneficial to health so can help teenagers to live longer. 2. A poor quality environment can be detrimental/bad for health so teenagers are less likely to live longer. 3. Environmental problems such as pollution flooding can pose significant risks so affecting the health of teenagers. 4. Smoking in the home/car can be detrimental to health so affecting the health of teenagers. <p>8 Factor: Personal Hygiene</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Cleanliness removes bacteria so reduces infection/the hygiene risk of contamination for the teenager. 2. Freshness promotes a sense of well-being for the teenager so increases self-esteem. 3. Oral health so teenager has fresh breath/ avoids gum disease. <p>9 Factor - Sleep</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Inadequate sleep can have a negative impact on teenager, because it can lead to stress/ anxiety/depression/slowing down of daily work rate/increase risk of accidents. 2. A lack of sleep can be a contributory factor in increased stress for the teenager so lead to high blood pressure. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>(cont)</p> <p>10 Factor Stress/Mental Health Issues</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Extreme stress impacts on the body as teenagers may shake uncontrollably/hyperventilate/vomit. 2. Chronic stress can increase periods of irritability or anger/apathy/depression/constant anxiety/irrational behaviour/loss of appetite/comfort eating/lack of concentration/loss of sex-drive/increased smoking, drinking or recreational drug-taking so affecting teenagers health. 3. Physical effects of stress may affect teenagers health as stress may result in excessive tiredness/skin problems/aches, pains/increased pain from arthritis and other conditions/heart palpitations/for women, missed periods. <p>11 Factor: Income</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Increased income could allow greater access to a choice of health activities/exercise which would result in a feeling of wellbeing for the teenager. 2. Lower income could restrict access to health related activities so causing poor health in teenagers. 3. A greater income/more disposable income may allow drugs/alcohol to be more available to teenagers which would have a negative effect of health. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
2	(c)	<table border="1"> <tr> <td>Fact</td> <td>Fact about food colourings/preservatives</td> </tr> <tr> <td>Opinion</td> <td>Positive/negative</td> </tr> <tr> <td>Consequence</td> <td>Consequence of the fact for the consumer</td> </tr> </table> <p>4 x 1 mark for each point of evaluation linked to the consumer.</p> <p>Minimum of one mark for each additive.</p> <p>(i) Food Colourings</p> <p>Positive</p> <p>P 1. Food colourings may enhance the appearance of foods which is good as it may make the food more appealing to the consumer.</p> <p>P 2. Food colourings may be used to restore the colour lost during food processing which is good as this makes the processed food more appealing to the consumer.</p> <p>P 3. Food colourings used in the UK are strictly tested and labelled which is good as the consumer is assured the colouring used is considered safe to be consumed.</p> <p>Negative</p> <p>N 1. Certain food colourings have been linked to causing allergies which is bad as the consumer's health may be affected by such foods.</p> <p>N 2. Food colourings may be expensive to develop which is bad as this cost may be passed to the consumer.</p> <p>N 3. Certain food colourings may cause hyperactivity in children, which may be bad/ cause concern so such foods may be avoided by the consumer.</p>	Fact	Fact about food colourings/preservatives	Opinion	Positive/negative	Consequence	Consequence of the fact for the consumer	4 EV	
Fact	Fact about food colourings/preservatives									
Opinion	Positive/negative									
Consequence	Consequence of the fact for the consumer									

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>(cont)</p> <p>(ii) Preservatives</p> <p>Positive</p> <p>P 1. Food preservatives are good as they protect foods from micro-organisms/ bacteria/ yeasts/moulds which help the consumer as they help keep food safer for longer.</p> <p>P 2. Food preservatives are good as they protect foods from micro-organisms/ bacteria/ yeasts/moulds which gives food a longer shelf life which benefits the consumer.</p> <p>P 3. Food preservatives are good as they prevent the discoloration of food which makes foods appear more pleasant to the consumer.</p> <p>P 4. Food preservatives are good as they make food safer for longer periods of time which reduces food wastage for the consumer.</p> <p>P 5. Food preservatives are good as they make food safer for longer periods of time which reduces the need for the consumer to shop frequently.</p> <p>P 6. Food preservatives are good as they allow manufacturers to transport food in bulk which keeps cost for the consumer down/ makes food cheaper.</p> <p>P 7. Food preservatives are good as they slow down enzymic action which keeps food looking fresher for the consumer.</p> <p>Negative</p> <p>N 1. Food preservatives may be bad as some nutrients can be lost during the preservation process which means that the goodness of some foods can be lost for the consumer.</p> <p>N 2. Food preservatives may be bad as food is not as fresh as it could be which means food is not of the best quality for the consumer.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>3 x 1 mark for each point of explanation linked to the benefit of each label to the consumer.</p> <p>(i) Lion Mark</p> <ol style="list-style-type: none"> 1. It informs the consumer about the toys mechanical/physical/inflammable properties so they know the toy is safe. 2. The Lion Mark gives the consumer confidence so that they are purchasing a toy which is safe. 3. The toy carrying the Lion Mark shows the consumer that it has been made by a reputable manufacturer as follows a strict code of practice. 4. The Lion Mark is only present on goods which meet the highest standard of safety/quality so shows the consumer it is of good quality/safe. 5. The Lion Mark is bright red and yellow which is easily recognisable for consumers so able to identify toys that are safe for children to use. 6. (The British Lion Quality is found on eggs which guarantees the consumer the hens are British/have been vaccinated against salmonella/feed is controlled so safe to eat). 	3 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>(cont)</p> <p>(ii) Recycling label</p> <ol style="list-style-type: none"> Shows that the product is made from recycled materials which allow consumers to make environmentally friendly choices. Shows that the product can be recycled which allows/encourages consumers to recycle. The labels allow consumers to recycle products appropriately by indicating the materials the product is made from. Allows consumers to reduce household waste by choosing recyclable products therefore it helps to reduce flow into landfill sites. Consumers can choose to recycle packaging made with scarce natural resources; therefore it helps make environmental choices easier. The labels promote recycling which reminds consumers to recycle products. Shows the producer has made a contribution towards the recycling of packaging which helps consumers make environmentally friendly choices. Some labels show how easy certain materials are to recycle so consumers are aware of how easy the product will be to recycle. The recycling label is easy to understand as no English language is used so is easy for all nationalities of consumers to understand. <p>(iii) Energy Rating Label</p> <ol style="list-style-type: none"> Allows the consumer to make a comparison of different products energy consumption therefore allowing them to make an informed choice. Gives information to the consumer on how costly the products would be to run which may influence their choice. Allows the consumer to make an informed choice on environmental issues which may be important to the consumer. Informs the consumer of running costs which may help the consumer budget accordingly. By law this label must be displayed on certain electrical household items so giving the consumer credible information. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	e	<p>2 x 1 mark for each point of explanation linking to the role of the Samaritans.</p> <p>Samaritans</p> <ol style="list-style-type: none"> 1. The Samaritans gives the person reassurance as there is someone to talk to about whatever is worrying them. 2. All information relating to a caller is confidential to Samaritans so that other people will not find out about their problem/ issues unless the caller wants them to know. 3. Callers can contact Samaritans by telephone/ letter/email 24 hours a day, so that a volunteer will always be available to respond to them. 4. Callers in need of Samaritans' service are accepted without prejudice as the service will provide unbiased help and advice. 5. Samaritan volunteers can call an ambulance if a caller appears to be incapable of making rational decisions for him/herself as it could prevent him/her dying or becoming injured. 6. Samaritan volunteers can give help in face to face conversations so callers may see who they are talking to/or may have difficulty in using the telephone to discuss their issues with someone. 7. Samaritan volunteers use their listening skills so they recognise the needs of callers and respond appropriately. 8. Samaritan volunteers are impartial so they will not impose their own convictions/or influence callers/in regards to politics/philosophy/ religion. 9. The Samaritans is a 24 hour a day service providing confidential support so they can help people who are experiencing feelings of distress/despair/suicide. 10. The Samaritans provide a (free) service so that anyone can have access to it. 11. Samaritan volunteers are trained so as a result are very effective in dealing with anyone who calls. 	2 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p>4 x 1 mark for each explanation of each step linked to a sports bag.</p> <p>(i) Concept Generation</p> <ol style="list-style-type: none"> 1. At this stage the manufacturer needs to compile a design specification for the sports bag so that all the requirements will be considered. 2. This stage is important as it involves developing ideas for the new sports bag. 3. Thinking up new ideas/looking for gaps in the market for sports bags. 4. Development of new ideas for sports bags from market analysis of previously successful styles. 5. Manufacturers do not want to replicate existing products in the market so they will list styles of sports bags to be avoided. <p>(ii) First Production Run</p> <ol style="list-style-type: none"> 1. Allows for the production of the sports bag for the first time so production run can be assessed. 2. Allows for the quality assurance team to test the sports bag for quality. 3. An important stage in the development of the sports bag as it affects many of the other stages eg if components are changed then labelling would require to be changed. <p>(iii) Marketing Plan</p> <ol style="list-style-type: none"> 1. Allows for the development of a range of activities to promote the sports bag where it will be sold/various outlets/magazine. 2. An important stage as the initial pricing of the sports bag can be determined by the potential marketing mix. 3. Packaging for the sports bag can be finalised to take into account marketing plans. 	4 KU	

Question			Expected Answer(s)	Max Mark	Additional Guidance
3	a	(iv)	<p>(cont)</p> <p>Launch</p> <ol style="list-style-type: none"> 1. Piloting of the sports bag is carried out to monitor the sales in a small area. 2. From piloting the sports bag the manufacturer can adjust the marketing approach before using it more widely. 3. Sales figures for the sports bag will be closely monitored allowing the manufacturer to rethink/alter the marketing approach if necessary. 4. At this stage market research provides regular feedback allowing the new sports bag to be further refined/improved. 5. The new sports bag is now available for sale. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
3	(b)	<p>4 x 1 mark for each evaluation point linked to the sports bag.</p> <table border="1"> <tr> <td>Fact</td> <td>Rating for the fabric high/low</td> </tr> <tr> <td>Opinion</td> <td>good/bad</td> </tr> <tr> <td>Consequence</td> <td>Consequence of the rating for the sports bag</td> </tr> </table> <p>Absorbency (1) very low</p> <p>Positive</p> <p>P 1. The rating for absorbency is very low. This is good because it may mean that the sports bag fabric would not absorb some water therefore will be lighter to carry.</p> <p>P 2. The rating for absorbency is very low. This is good because it may mean the sports bag fabric will not let water through if used in the rain and therefore the contents will not be damaged/will stay dry.</p> <p>Durability (2) low</p> <p>Negative</p> <p>N 1. The rating for durability is low which is bad because the sports bag fabric will not be strong so would not wear well/may tear easily.</p> <p>N 2. The rating for durability is low which is bad because the sports bag fabric will not be strong so would not last a long time/require replacement.</p> <p>N 3. The rating for durability is low which is bad because the sports bag fabric will not be strong so cannot withstand frequent use.</p> <p>N 4. The rating for durability is low which is bad because the sports bag fabric will not be strong therefore the straps could not withstand heavy loads without breaking.</p> <p>N 5. The rating for durability is low which is bad because the sports bag fabric will not be strong therefore cannot carry heavy/bulky loads inside without damage to the sports bag.</p>	Fact	Rating for the fabric high/low	Opinion	good/bad	Consequence	Consequence of the rating for the sports bag	4 EV	
Fact	Rating for the fabric high/low									
Opinion	good/bad									
Consequence	Consequence of the rating for the sports bag									

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	b	<p>(cont)</p> <p>Lightweight (5) very high</p> <p>Positive</p> <p>P 1. The rating for lightweight is very high which is good for a sports bag because it will be less heavy to carry therefore the wearer will not be weighed down by the fabric/sports bag.</p> <p>P 2. The rating for lightweight is very high which is good for a sports bag because it will be less heavy when empty therefore allowing the wearer to carry a heavier load inside the sports bag.</p> <p>P 3. The rating for lightweight is very high which is good for a sports bag because it will be less heavy to carry therefore prevent back/shoulder pain for the user.</p> <p>Colourfast (4) high</p> <p>Positive</p> <p>P 1. The rating for colourfastness is high at 4 which is good as the colour from the sports bag wont transfer on to clothes when it is used so it would be suitable for the purpose.</p> <p>P 2. The rating for the colourfastness is high at 4 which is good as the colour of the sports bag would not fade when in sunlight/outdoors so would be suitable for purpose.</p> <p>P 3. The rating of the colourfastness is high at 4 which is good as the sports bag colour would not streak so not lose appeal.</p> <p>Visibility (5) very high</p> <p>Positive</p> <p>P 1. The rating for visibility of the sports bag is rated very high, this is good as it means the user will be easily seen using the bag in the late evenings/early mornings when it is dark so would prevent an accident happening.</p> <p>P 2. The rating for visibility of the sports bag is rated very high, this is good as it will be suitable for use by children who require to carry sportswear to school as they will be easily seen in dark mornings/evenings therefore....</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
3	(c)	<p>4 x 1 mark for each point of evaluation of breathable membranes and elastomeric fibres linked to sportswear.</p> <p>Minimum of one mark from each area</p> <table border="1"> <tr> <td>Fact</td> <td>Characteristic of breathable membranes/elastomeric fibres</td> </tr> <tr> <td>Opinion</td> <td>Positive/negative</td> </tr> <tr> <td>Consequence</td> <td>Impact of characteristic on sportswear/wearer</td> </tr> </table> <p>(i) Breathable membranes</p> <p>Positive</p> <p>P 1. Breathable membrane in sportswear are good as they prevent moisture building up next to the skin therefore are more comfortable to wear/could improve performance.</p> <p>P 2. Breathable membranes in sportswear are good as they are lightweight so the wearer will not be weighed down making it easier to carry out the sporting activity.</p> <p>P 3. Breathable membranes help to keep the body cool/dry during sporting activity which is good as it will ensure comfort/help improve performance.</p> <p>P 4. Sportswear made from breathable membranes are often purchased with an extended guarantee which is good as the consumer may avoid needing to purchase a new item, therefore saving money.</p> <p>P 5. Breathable membranes in sportswear are good as they can be purchased with the desired properties (waterproof, breathability, enhanced appearance) therefore can be purchased to suit a variety of sporting activities.</p>	Fact	Characteristic of breathable membranes/elastomeric fibres	Opinion	Positive/negative	Consequence	Impact of characteristic on sportswear/wearer	4 EV	
Fact	Characteristic of breathable membranes/elastomeric fibres									
Opinion	Positive/negative									
Consequence	Impact of characteristic on sportswear/wearer									

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p>(cont)</p> <p>Negative</p> <p>N 1. Breathable membrane garments may be expensive to buy/manufacture/construct so may not be good in sportswear as they may not be affordable to everyone.</p> <p>(ii) Elastomeric Fibres</p> <p>Positive</p> <p>P 1. Elastomeric fibres have the ability to return to its natural shape/size, this is good for sportswear as sport requires stretching/it will be in good shape after use.</p> <p>P 2. Elastomeric fibres allow ease of movement, this is good for sportswear as the wearer will be able to take part in sport in comfort.</p> <p>P 3. Elastomeric fibres may be lightweight this is good for sportswear as the wearer will not be weighed down therefore making it easier to carry out the sporting activity.</p> <p>P 4. Elastomeric fibres fit the body well/aerodynamic design, this is good for the sports person as it will allow ease of movement.</p> <p>P 5. Elastomeric fibres may be hardwearing/retain shape this is good for sportswear as it will last a long time therefore saving the consumer money.</p> <p>P 6. Elastomeric fibres may have good shape retention, this is good for sportswear as it gives the fabric a smooth look/prevents puckering, improving the appearance.</p> <p>P 7. Elastomeric fibres may be easily laundered, this is good for sportswear as it is ready to wear again quickly.</p> <p>P 8. Elastomeric fibres may be resistant to repeated laundering at low temperatures, this is good as the sportswear requires frequent laundering, therefore it will stay looking good for a long time.</p> <p>P 9. Elastomeric fibres accept dyes easily, this is good for sportswear as fashionable/team colours can be made to suit current trends/ provide a range of colours.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p>(cont)</p> <p>Negative</p> <p>N 1. Elastomeric fibres can become misshapen after laundry, this is bad for sportswear as it will lose its fit/will need to be replaced more frequently.</p> <p>N 2. Elastomeric fibres may lose their colour with frequent washing, this is bad for the sportswear as they have to be laundered frequently therefore they will not stay looking good for long/appearance may be affected.</p> <p>N 3. Elastomeric fibres may be affected by pilling/catching/pulling, this is bad for sportswear as appearance will be adversely affected/durability will be affected.</p> <p>N 4. Elastomeric fibres may be affected by chlorine/sunlight which is bad for the sportswear as it may need to be replaced more frequently.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(d)	<p>2 x 1 mark for each family structure.</p> <p>2 x 1 mark for explanation of each family structure.</p> <p>Family structure must be identified.</p> <p>1 Family Structure: Nuclear Family</p> <p>Explanation</p> <p>1. This is made up of father, mother, and at least one child living together in the same home.</p> <p>2 Family Structure: Extended Family</p> <p>Explanation</p> <p>1. This type of family is made up of a large number of people, usually three or more generations (parent, child, grandparent) who live together/or not.</p> <p>3 Family Structure: Single Parent Family</p> <p>Explanation</p> <p>1. This is made up of a parent and at least one child where one parent has the main/sole responsibility for bringing up the child/children.</p> <p>4 Family Structure: Reconstituted Family</p> <p>Explanation</p> <p>1. This is formed by adults who have been with other partners and bring children from previous relationships to a new relationship to create a new family unit.</p> <p>5 Family Structure: Community Family</p> <p>Explanation</p> <p>1. This is where people with different families all live together eg Kibbutz, Communes.</p> <p>6 Family Structure: Single Sex Family</p> <p>Explanation</p> <p>1. This is a family where both parents are of the same gender.</p>	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p>4 x 1 mark for each point explaining the benefit of each service to the family/family member.</p> <p>A minimum of 1 mark from each area.</p> <p>(i) School meals</p> <ol style="list-style-type: none"> 1. School meals can provide pupils with a meal therefore parents know the child/children are being regularly fed/saves parents time preparing a meal or packed lunch at home. 2. Pupils are served foods for school meals that meet the Health Promotion and Nutrition Scotland Act/HfS Initiative/Dietary Targets so that parents are assured the child's meal is healthy. 3. School meals allow pupils the opportunity to socialise with friends which may not be possible in the family home. 4. School meals offer meals at low cost/no cost for families who are on a low budget so this will help with family budgeting. 5. School meals provide a "no stigma" system of free meals for those who are entitled to them so the family will not be highlighted in any way. 6. Food for the pupils is provided through school meals and not by the family therefore spending at home on food may be reduced. 7. School meals can be the only means of providing breakfast for a child so that the parents know their child is getting a healthy start to the day. 8. School meals reduce the pressure on busy working parents as breakfast is provided for the child at school. 9. School meals give children a warm/safe/secure/calm environment to eat, so that parents have less concern about their safety. 10. School meals are free for P1-P3 pupils which may encourage more pupils to try school lunches/saves parents money 	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(e)	<p>(cont)</p> <p>(ii) Day care centres</p> <ol style="list-style-type: none"> 1. Day care centre provides opportunity for elderly people to mix/socialise/interact with others which prevents loneliness reducing the strain on the family/allows family members to work. 2. Day care centre provides a hot nutritious meal for the elderly person so that the family know they are receiving a good meal. 3. Day care centre provides a break for the partner/carer/family of the elderly person so that they can relax and have time to themselves. 4. Day care centre may help improve the happiness of the elderly family member which improves quality of life. 5. Day care centre means the elderly family member will be socialising with others which may help improve the mental health of the elderly. 6. Day care centre provides reassurance for the family of elderly so that they know they are eating well/having fun/socialising. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>2 x 1 mark for each cause. 2 x 1 mark for each explanation linked to dental caries.</p> <p>The cause must be identified before the mark is awarded for the explanation. Where the cause is incorporated in the explanation this can be credited.</p> <p>1 Cause: Too Much Sugar</p> <p>Explanation</p> <ol style="list-style-type: none"> Sugar mixed with saliva creates a sticky mixture which sticks to teeth and attacks the enamel so causing dental caries. Bacteria in the mouth feed on sugary residue and converts it to acid/erodes the teeth's protective covering/enamel therefore causing dental caries. Sugar/sugary foods/drinks cause a build-up of plaque acid/attacks the enamel of teeth so causing dental caries. Sugary sticky snack between meals prolongs exposure to the acid which causes a build-up of plaque acid/eroding the enamel of the teeth so causing dental caries. <p>2 Cause: Too much sodium/salt</p> <p>Explanation</p> <ol style="list-style-type: none"> Sodium/salt extracts calcium from the bone which will weaken the teeth so causing dental caries. <p>3 Cause: Lack of calcium</p> <p>Explanation</p> <ol style="list-style-type: none"> Calcium is needed to make calcium phosphate for strong teeth/a lack of calcium will prevent teeth/tooth enamel hardening so preventing/causing dental caries. Calcium is needed for strong teeth/a lack of calcium can lead to tooth decay so preventing/causing dental caries. If calcium levels are too low then nutrients are removed from teeth back to blood/making teeth weaker so causing dental caries. 	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>(cont)</p> <p>4 Cause: Lack of phosphorous</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Phosphorous is needed to make calcium phosphate for strong teeth/a lack of phosphorus will prevent teeth/tooth enamel hardening so preventing/causing dental caries. 2. Phosphorous is needed alongside calcium for strong teeth so a lack may cause dental caries. <p>5 Cause: Lack of vitamin D</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Vitamin D is needed for the absorption of calcium/lack of vitamin D will cause weaker teeth so preventing/causing dental caries. 2. Lack of vitamin D means we cannot absorb the calcium in food so causing dental caries. <p>6 Cause: Lack of vitamin C</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Vitamin C is needed for healthy gums/lack will prevent gums staying healthy/will lead to receding gums teeth are more exposed to plaque/acid erosion/fall out so preventing/causing dental caries. <p>7 Cause: Poor oral hygiene</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Ineffective brushing can cause a build-up of plaque so causing dental caries. 2. Not visiting the dentist twice a year to have teeth checked can mean decay/gum disease is not detected so causing dental caries. 3. An old toothbrush bristles become splayed/frayed making them ineffective/unable to remove all plaque from teeth so causing dental caries. 4. Not using dental floss to clean between teeth will create a build-up of plaque/acid which leads to erosion of enamel so causing dental caries. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>(cont)</p> <p>8 Cause: Too many sticky foods</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Sticky foods do not require a lot of chewing so does not produce a lot of saliva which neutralises acid/helps keep teeth clean so causing dental caries. 2. Sticky foods do not require a lot of chewing therefore gums are not being exercised so causing dental caries. <p>9 Cause: Eating patterns</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Eating sugary foods late at night can cause a build-up of plaque acid/attacks the enamel during your sleep so causing dental caries. 2. Avoid sugary/sticky snacks as this causes a build-up of plaque prolonging exposure to the acid/attacks tooth enamel so causing dental caries. 3. Do not miss breakfast as high sugary/sweet foods may be eaten during the morning to compensate/will cause a build-up of plaque acid so causing dental caries. 4. Not feeling full can mean snacking on high sugar snacks so causing dental caries. <p>10 Cause: Fizzy/Acidic Drinks/Food</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Carbonated/fizzy/flavoured soft drinks/diet drinks can be very acidic/acidic foods/can cause erosion of the enamel/teeth so causing dental caries. <p>11 Cause: Eating between meals/constant snacking</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Snacking on (sugary) foods between meals encourages plaque acid/saliva is unable to neutralise acids so causing dental caries. <p>12 Cause: Low intake of crunchy food/fruit/vegetables</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Crunchy foods exercise the gums and increase the flow of saliva over the teeth which help to neutralise acid so preventing dental caries 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
4	(b)	<table border="1"> <tr> <td>Fact</td> <td>linked to the ingredient or target/goal (CDA)</td> </tr> <tr> <td>Opinion</td> <td>Good or bad</td> </tr> <tr> <td>Consequence</td> <td>Meeting the target/goal (CDA) (or benefit to health)</td> </tr> </table> <p>4 x 1 mark for each point of evaluation which must be linked to current Dietary Advice.</p> <p>Note: the candidate must demonstrate knowledge of the exact figures related to the Dietary target/dietary goals (CDA).</p> <p>The target/goal (CDA) MUST be either the fact or the consequence.</p> <p>1 Chicken and vegetable stir fry</p> <p>Positive</p> <p>P 1. Chicken contains less (saturated) fat this is good as it helps to meet the CDA of reducing fat to no more than 35% total energy/ reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids below 1% food energy.</p> <p>P 2. The spices added remove the need for salt/seasoning, this is good as helps to meet the CDA of reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</p> <p>P 3. The stir-fry contains vegetables, this is good as it helps to meet the CDA for fruit and vegetables to increase to 400g/day (bowel disease/cancer/constipation/CHD)/at least 5 portions per person per day.</p>	Fact	linked to the ingredient or target/goal (CDA)	Opinion	Good or bad	Consequence	Meeting the target/goal (CDA) (or benefit to health)	4 EV	
Fact	linked to the ingredient or target/goal (CDA)									
Opinion	Good or bad									
Consequence	Meeting the target/goal (CDA) (or benefit to health)									

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>(cont)</p> <p>P 4. The stir-fry may not have added sugar, this is good as helps meet the CDA of reducing the intake of NME sugars in the diet of children by half/to no more than 10%of energy intake (obesity/dental caries/CHD)/to less than 11% food energy in children and adults.</p> <p>P 5. The stir-fry contains vegetables, this is good as vegetables are a source of complex carbohydrates and so meets the CDA to increase consumption of total complex carbohydrate by 25% (prevent snacking/obesity)/increase fibre to 18g per day.</p> <p>Negative</p> <p>N 1. The stir-fry may be high in soy sauce this is bad as it does not meet the CDA of reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</p>		
		<p>2 Boiled brown rice</p> <p>Positive</p> <p>P 1. Brown rice is a complex carbohydrate which is good as it helps meet the CDA target of increasing our TCC intake by 25% (bowel disease/cancer/constipation)/increase fibre to 18g per day.</p> <p>P 2. Boiled brown rice is low/no fat this is good as it helps meet the CDA of reducing fat to no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids to remain below 1% food energy.</p> <p>P 3. Boiled brown rice is low in sugar which is good as it helps meet the CDA of reducing the intake of NME sugars in the diet of children by half/to no more than 10% of energy intake (obesity/dental caries/CHD)/to less than 11% of food energy in children and adults.</p> <p>Negative</p> <p>N 1. Boiled brown rice can have a lot of salt added which is bad as does not meet the CDA of reducing salt intake to no more than 100mmol/6g daily (CHD/hypertension).</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>(cont)</p> <p>3 Strawberry and cream meringue</p> <p>Positive</p> <p>P 1. The dessert contains strawberries, this is good as it helps to meet the CDA for fruit and vegetables to increase to 400g/day (bowel disease/cancer/ constipation/CHD)/at least 5 portions per person per day.</p> <p>P 2. The cream in the strawberry cream meringue may be low fat cream, this is good as it helps meet the CDA of reducing fat to no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/ CHD)/trans fatty acids to remain below 1% of food energy.</p> <p>Negative</p> <p>N 1. The cream is high in (saturated) fat, this is bad as it does not meet the CDA of reducing fat to no more than 35% total energy/reduce saturated fat to no more than 11% of total energy (obesity/CHD)/trans fatty acids to remain below 1% of food energy.</p> <p>N 2. The cream/meringue will contain sugar, this is bad as it does not meet the CDA of reducing the intake of NME sugars in the diet of children by half/to no more than 10% of energy intake (obesity/dental caries/CHD)/ less than 11% of food energy in children and adults.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p>4 x 1 mark for each explanation linked to the family.</p> <p>Minimum of 1 mark from each area.</p> <p>(i) Housing (accept housing department/ local authority)</p> <ol style="list-style-type: none"> 1. The housing department are responsible for providing housing to families who cannot afford /do not wish to buy a private house which means they will have a roof over their heads/ shelter. 2. The housing department can provide homes for family members who are elderly/disabled/ special needs so they reduce the burden on the family. 3. The housing department can provide elderly family members sheltered housing with alarm systems/wardens as security which offers peace of mind to family members (as parents/ grandparents become less independent). 4. The housing department pays for housing repairs for the family which ensures the home remains in good condition/protects the family. 5. People in the family with special circumstances (eg pregnant teenage girl) can apply for housing so they will be given priority/move up the waiting list quickly. *** (THIS MAY CHANGE – CHECK POLICY UPDATE). 6. If disabled/elderly/ill housing may be adapted to allow the person in the family so allows them to continue their normal life. 	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p>(cont)</p> <p>(ii) Social Services</p> <ol style="list-style-type: none"> 1. The range of Social Services available is extensive so it ensures a family can access a wide range of support. 2. The Social Services can be accessed freely by all in the UK therefore it does not cost the family money. 3. The Social Services can be accessed from the 'Cradle to the Grave' therefore it means all the family are entitled to them. 4. The Social Services can provide a range of specialised services so that families will be supported in difficult times. 5. The Social Services provide free vitamins/ milk so that families can prevent ill health. 6. The Social Services can provide families with information/advice so they can be aware how to access this information. 7. The Social Services provide advice on a wide range of benefits to families (eg job seekers allowance, working tax credit) therefore they can increase their income. 8. The Social Services provide housing for families who are homeless therefore they can support vulnerable/desperate families. 9. Social Services include community dieticians/ health visitors which provide advice/support for the family as it helps maintain their good health. 10. Social Services issue blue badges (disable badge) for people with disabilities/allow them to park in restricted areas so that the family finds it easier to access shops/venues. 11. Social Services can provide respite/carer so that the family can have a break/holiday/free time to themselves. 12. Social Services can provide transport services so that the family can ensure elderly/disabled family members can participate in activities. 13. Social Services can assist a child at risk so that the family can ensure the child's safety/ well-being. 		

Question		Expected Answer(s)	Max Mark	Additional Guidance						
4	(d)	<p>4 x 1 mark for each point of evaluation which must make reference to the method of payment</p> <p>Minimum of 1 mark from each method of payment.</p> <table border="1"> <tr> <td>Fact</td> <td>linked to cash/credit card</td> </tr> <tr> <td>Opinion</td> <td>Good or bad</td> </tr> <tr> <td>Consequence</td> <td>of the fact linked (to the user/retailer)/</td> </tr> </table> <p>(i) Cash</p> <p>Positive</p> <p>P 1. Cash could be a good method of payment as it is easy/straightforward so the transaction will take place quickly.</p> <p>P 2. Cash could be a good method of payment as it can be used to purchase the goods in any store so there may be more choice of outlet/goods.</p> <p>P 3. Cash could be a good method of payment as they will only be able to spend the cash they have and so will not be able to overspend/avoid debt.</p> <p>P 4. Cash could be a good method of payment for the goods as payment is immediate and so the product is owned straight away.</p> <p>P 5. Cash may be a good method of payment as a lower price may be negotiated so saving money.</p> <p>Negative</p> <p>N 1. Cash may be a bad method of payment as money may be lost/stolen and therefore goods cannot be purchased/money cannot be returned.</p> <p>N 2. Cash would be bad as a method of payment as you would have to wait until you have saved the money and so have to delay purchasing the goods/service.</p> <p>N 3. Cash would be a bad method for buying goods from a company that sells online, as you would not be able to buy the goods without a credit/debit card.</p>	Fact	linked to cash/credit card	Opinion	Good or bad	Consequence	of the fact linked (to the user/retailer)/	4 EV	
Fact	linked to cash/credit card									
Opinion	Good or bad									
Consequence	of the fact linked (to the user/retailer)/									

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>(cont)</p> <p>(ii) Credit card</p> <p>Positive</p> <p>P 1. A credit card could be a good method of payment if the card is lost/stolen; you can cancel the card so no one else can use it.</p> <p>P 2. A credit card could be a good method of payment as it is safe as there is no need to carry large sums of cash which could be lost/stolen.</p> <p>P 3. A credit card could be a good method of payment as the consumer may have up to 50 days interest free credit so this may allow the consumer to afford some items without additional cost being incurred.</p> <p>P 4. A credit card could be a good method of payment as the consumer will not be able to spend more than their credit limit on this one item so this may help prevent the consumer getting into debt.</p> <p>P 5. A credit card could be a good method of payment as it offers protection against companies going bankrupt/fraud/faulty products so this will help the consumer as they will not lose their money.</p> <p>P 6. A credit card could be a good method of payment, as the consumer will own the goods immediately so the goods cannot be reclaimed by the seller if the consumer fails to make credit card payments.</p> <p>P 7. A credit card could be a good method of payment for people who have regular income/can afford them as they may pay off the balance before interest is charged which does not cost them any more money.</p> <p>P 8. Many credit cards offer cash back or points (such as air miles or vouchers) this is good as this may allow the consumer to benefit from rewards without additional costs.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>(cont)</p> <p>Negative</p> <p>N 1. A credit card could be a bad method of payment if the credit card bill is not paid within the time limit as interest will be charged/risk of debt.</p> <p>N 2. A credit card could be a bad method of payment as it is easy to get carried away and spend more than can be afforded so resulting in debt.</p> <p>N 3. A credit card could be a bad method of payment as it is easy to lose track of spending (until the monthly statement is received) so may end up spending more than can be afforded.</p> <p>N 4. A credit card could be a bad method of payment, as there may be an annual fee to pay the credit card company, so an annual cost/increased risk of debt.</p> <p>N 5. Some consumers may take out a number of credit cards, which is bad as (if they maximise their credit) they may have to make a large amount of payments each month and so incur debt.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p>4 x 1 mark for each explanation linked CAB/ ASA</p> <p>Minimum of 1 mark from each agency</p> <p>(i) Citizens Advice Bureau (CAB)</p> <ol style="list-style-type: none"> 1. The Citizens Advice Bureau gives free advice on any subject so that everyone can access it as money is not required. 2. The Citizens Advice Bureau gives confidential advice on any subject so there should be no worry about discussing private details. 3. The Citizens Advice Bureau gives practical help/advice so they can help consumers get out of difficulties. 4. The Citizens Advice Bureau gives information on consumer rights/ responsibilities so that consumers will be better informed to make decisions. 5. The Citizens Advice Bureau can assist/sort out difficulties with benefit claims/help to fill in forms so that it ensures people are receiving their full entitlement. 6. The Citizens Advice Bureau can help drafting letters so that support is given to those who do not have the skills to do so. 7. The Citizens Advice Bureau can help negotiation with creditors so that it helps those in debt/reduces the chance of further debt. 8. The Citizens Advice Bureau can help draw up a budget/a realistic payment plan for those in debt so that it can save them money in the long run. 9. The Citizens Advice Bureau can help preparation of cases for tribunals/court which may improve their presentation of their case. 10. The Citizens Advice Bureau can help preparation of cases for tribunals/court which prevents people with less income not being presented properly. 11. The Citizens Advice Bureau may offer free sessions with local solicitors/accountants so that it allows people on low income access to services which they could not otherwise afford. 12. The Citizens Advice Bureau may be accessed online so that consumers who work can access information out with normal working hours. 13. The Citizens Advice Bureau provides non-bias advice so that it provides a reliable source of information. 	4 KU	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(e)	<p>(cont)</p> <p>(ii) Advertising Standards Authority (ASA)</p> <ol style="list-style-type: none"> 1. Advertising Standards Authority (ASA) is an independent body (set up by the advertising industry) to police the rules laid down in the advertising code so that it is protecting consumers. 2. Advertising Standards Authority (ASA) is an organisation (set up by the advertising industry) to monitor/control the content of advertisements in the press/on billboards/in the cinema so they are meeting guidelines/laws. 3. Advertising Standards Authority (ASA) provides a voluntary code for advertisers to follow so that false claims cannot be made in adverts about products. 4. Advertising Standards Authority (ASA) ensures that adverts are legal/decent/honest/truthful so that it protects consumers from being misled. 5. Advertising Standards Authority allows the consumer to make a better choice/to make up their own mind by preventing advertisers attacking/discrediting other products. 6. Advertising Standards Authority provides detailed rules about adverts dealing with health products so that companies cannot make false claims. 7. Advertising Standards Authority ensures advertisers do not misuse scientific/medical terms in adverts so that it is preventing confusion. 8. Advertising Standards Authority (ASA) prevents exploitation of children in adverts by administering codes of sale promotions/rules relating to the use of this age group so that it is keeping them safe. 9. Advertising Standards Authority (ASA) supports consumers by investigating complaints made about advertisements/can stop the use of adverts so they meet requirements/guidelines etc. 10. Advertising Standards Authority (ASA) protects the consumer so that it ensures that the rules contained in the British Code of Advertising Practice are followed in the UK. 		

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section A		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
1			Factors which influence consumer choice of: Food and textile items Goods and services	1	1		1
2	Functions and sources of nutrients.	1			1		1
3	The use of dietary reference values and an awareness of their dietary needs	1			1		1
4	Properties of fibres used for clothing/textile item	1			1		1
5	Sensory testing	1			1		1
6			Current voluntary labelling for food products, textile items and consumer goods and services	1	1		1
7			Sale and supply of Goods Act 1994	1	1		1
Totals		4		3	7	0	7

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section A (continued)		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
8			Provision of community meals services	1	1		1
9	Causes of contamination and cross contamination	2			2		2
10			The use of dietary reference values and an awareness of their dietary needs	2		2	
11			Food politics	2	2		2
12			Role and responsibilities of Environmental Health Department	2	2		2
13			Factors influence consumer choice of: Food and textile items Goods and services	2	2		2
14			The impact of Technological Developments on consumer choice of food, clothing and consumer goods and services	2		2	2
Carried forward		4		3	7	0	7
Totals		8		12	18	2	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section B Question 1		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)			Parent and parenthood	6	6		6
b)			Prevention of debt	4		4	4
c)			Factors which influence consumer choice of: Food and textile items Goods and services	6	6		6
d)			Factors affecting changes in family lifestyles	4		4	4
Totals				20	12	8	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section B Question 2		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	The use of Dietary Reference Values and an awareness of their dietary needs	5				5	5
b)	Other factors which affect health	6			6		6
c)			Food politics	4		4	4
d)			Current statutory/voluntary labelling requirements for food products, textile items and consumer goods	3	3		3
e)			Voluntary services available to the community	2	2		2
Totals		11		9	11	9	20

Context	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section B Question 3		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Product development strategy	4			4		4
b)	Sensory Testing	4				4	4
c)			The impact of technological developments on consumer choice of food, clothing and consumer goods and services	4		4	4
d)			Family structures	4	4		4
e)			Provision of community meals services	4	4		4
Totals		8		12	12	8	20

Context	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Section B Question 4		

Question	Resource Management Unit		Consumer Studies Unit		Course Skills		Totals
	Course content	Mark	Course content	Mark	Knowledge	Evaluation	
a)	Prevention of dietary diseases	4			4		4
b)	Current dietary advice/ Scottish Dietary Targets	4				4	4
c)			Statutory services available to community	4	4		4
d)			Methods of paying for goods and services	4		4	4
e)			Role and responsibilities of CAB/ASA	4	4		4
Totals		8		12	12	8	20

Context:	x	Lifestyle and Consumer Technology
Higher Home Economics. Analysis of the 2015 Question Paper		
Question Paper Summary: Mark Allocation		

Question	Unit title		Course Skills		Totals
	Resource Management	Consumer Studies	Knowledge	Evaluation	
Section A	8	12	18	2	20
Section B					
1	0	20	12	8	20
2	11	9	11	9	20
3	8	12	12	8	20
4	8	12	12	8	20
Totals	24-27	53-56	53-54	26-27	80
Target Range	20 – 30 marks	50 – 60 marks	50 – 55 marks	25 – 30 marks	80

[END OF MARKING INSTRUCTIONS]